

The Two Purposes of the Bridge



What are the steps of the Bridge?



- Review in the language of instruction
- Elicit key words/phrases/sentences in the language of instruction from students
- Practice the terms in the new language
- The Bridge - Match the key words/phrases/sentences to the other language
- Contrastive Analysis?
- What happens tomorrow? And the next day?



El puente



The Bridge

Occurs In **all content areas**

Spanish  **English**

English  **Spanish**



Unit Theme:

- Content Area Standards
- Spanish Language Arts Standards
- Spanish Language Development Standards
- English Language Arts Standards
- English Language Development Standards

Content Area Big Ideas/Understandings
Language Arts Big Ideas/Understandings
Content Targets
Language Targets
Summative Assessment

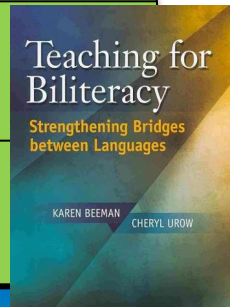
Oracy and Background Knowledge – Chapter 6

Reading – Chapter 7

Writing – Chapter 8

Word Study and Fluency – Chapter 9

The Bridge - Chapter 10



The Two Purposes of the Bridge

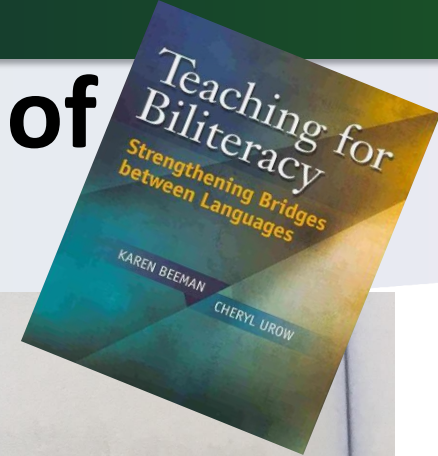
Transfer



Contrastive Analysis



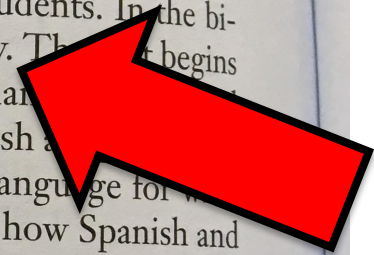
The Bridge and the Strategic Use of Two Languages - text p. 134



The Bridge and the Strategic Use of Two Languages



The purpose of the Bridge, as discussed in previous chapters, is two-fold: to help students transfer academic language learned in one language to the other language and to engage in contrastive analysis by focusing on how Spanish and English are similar and different. It requires the active engagement of the students. In the biliteracy unit framework, Spanish and English are used strategically. The unit begins with literacy instruction in one language through an integrated language and content unit. During the next stage, the Bridge, Spanish and English are used side by side as teachers and students generate the labels in the other language for content that has already been learned, and then teachers help students analyze how Spanish and English are similar and different in phonology, morphology, syntax and grammar, and pragmatics. The unit ends with extension and application activities in the language to which the students bridged. Teachers undertake formative assessment in both languages throughout the unit.



Read the first three sentences, and be prepared to share using this prompt: *In other words, the Bridge...*

The Bridge and the Strategic Use of Two Languages - text p. 134

The purpose of the Bridge, as discussed in previous chapters, is two-fold: to help students transfer academic language learned in one language to the other language and to engage in contrastive analysis by focusing on how Spanish and English are similar and different. It requires active engagement of the students. In the biliteracy unit framework, Spanish and English are used strategically.



Paraphrase: In other words, the Bridge...

The Bridge and the Strategic Use of Two Languages - text p. 134

In other words, the Bridge...

- ...serves two purposes– **TRANSFER** (what is learned in one language, to the other language) and **CONTRASTIVE ANALYSIS** (metalinguistic analysis – the similarities and differences between Spanish and English)
- ...is about LANGUAGE, not about re-teaching content or checking for understanding



The Bridge and the Strategic Use of Two Languages - text p. 134

In other words, the Bridge...

- ...serves two purposes
TRANSFER (what is learned in one language, to the other language) and
CONTRASTIVE ANALYSIS (metalinguistic analysis – the similarities and differences between Spanish and English)

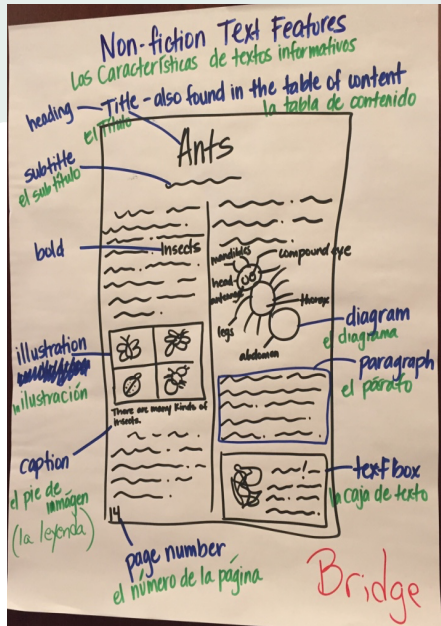


Let's name the characteristics of the **transfer bridges** by observing the charts you have in front of you.

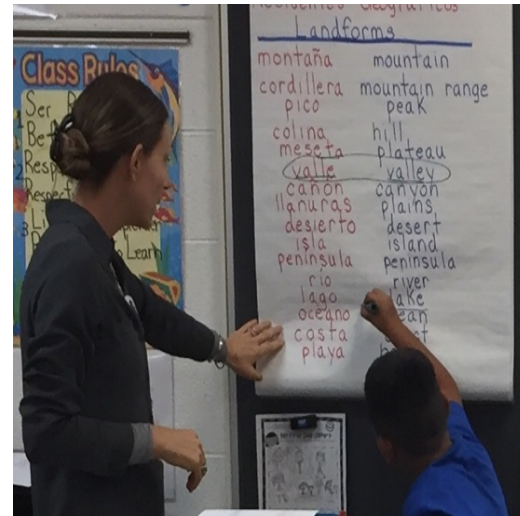
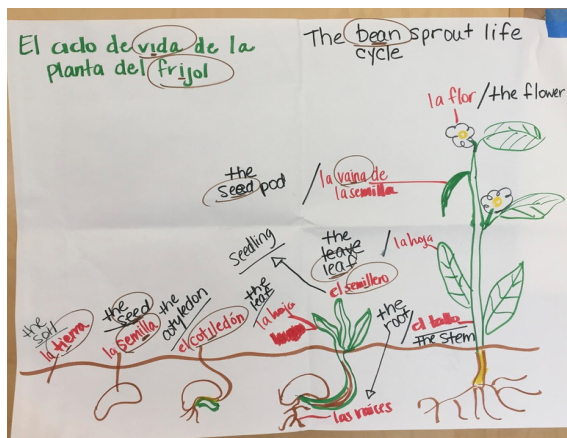
Transfer Bridge	Both	Contrastive Analysis Bridge
Handout p. 6		



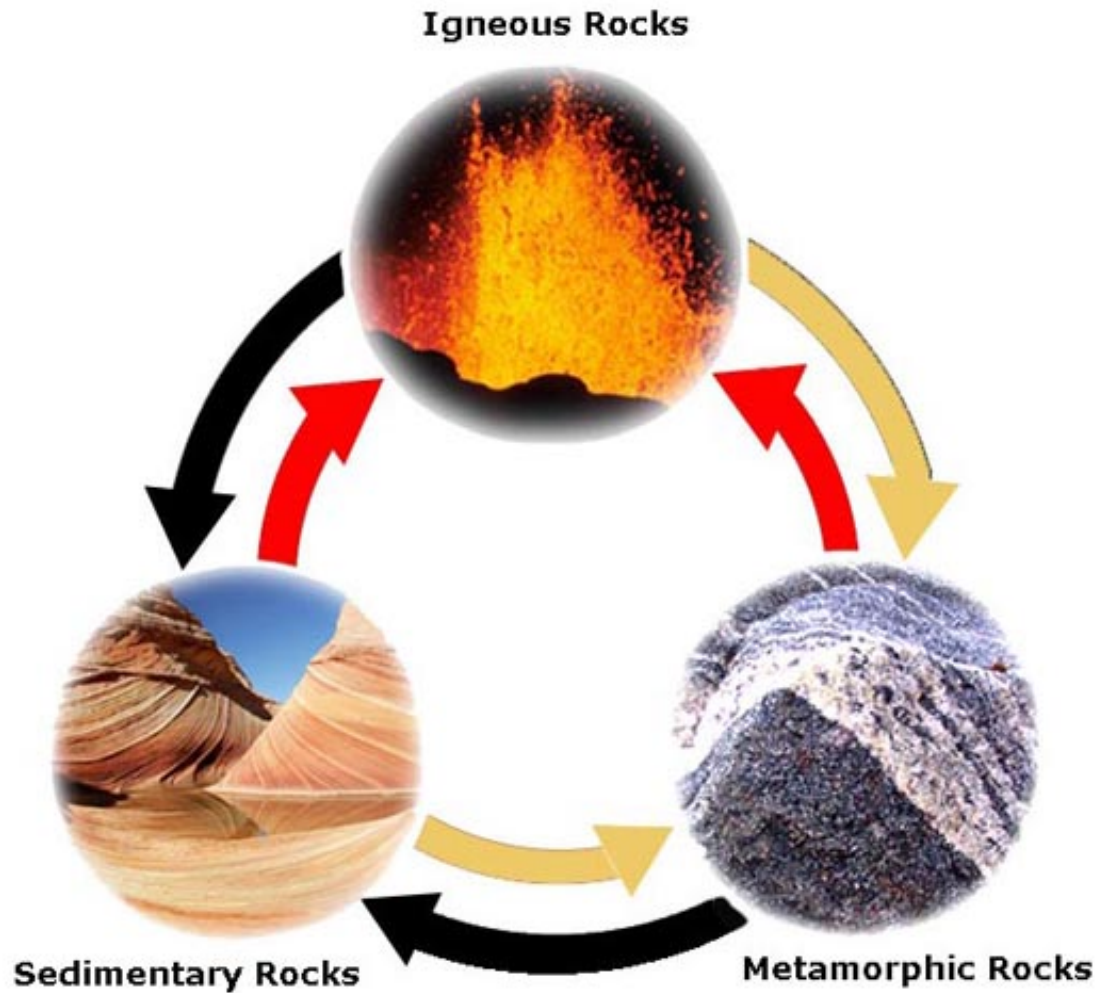
Let's analyze the transfer charts:



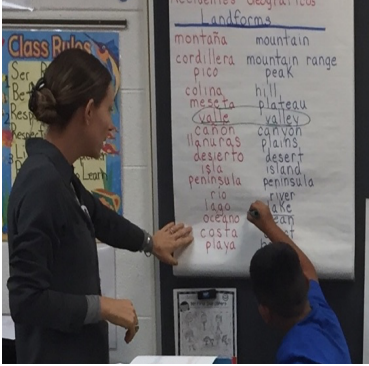
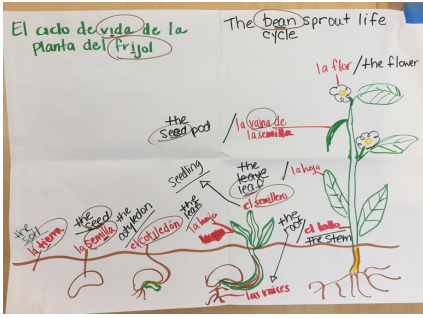
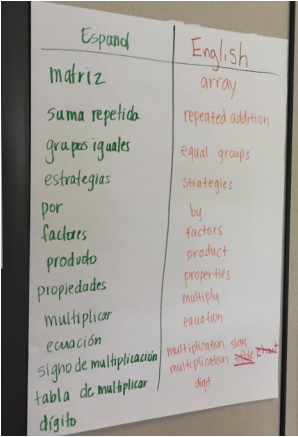
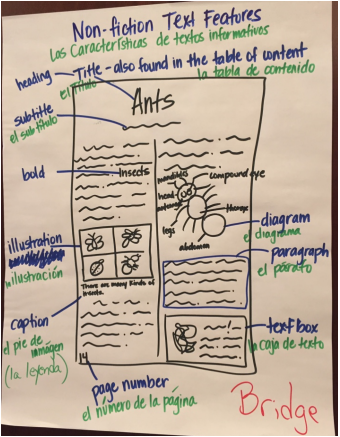
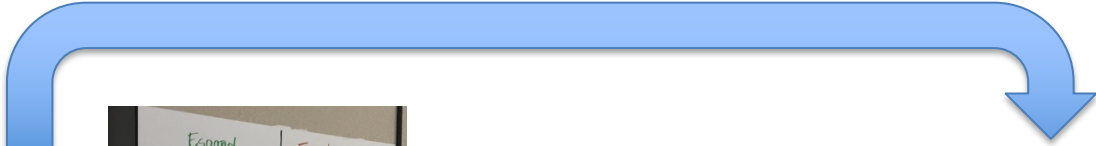
Espanol	English
matriz	array
suma repetida	repeated addition
grupos iguales	Equal groups
estrategias	strategies
por	by
factores	factors
producto	product
propiedades	properties
multiplicar	multiply
ecuación	equation
signo de multiplicación	multiplication sign
tabla de multiplicar	multiplication table chart
dígito	digit



Sample Bridge: Point to the transfer bridge



Now please put these transfer bridges back in the baggie.



Let's name the characteristics of the **contrastive analysis bridge** by observing the next set of charts you have in front of you.

Transfer Bridge	Both	Contrastive Analysis Bridge
<ul style="list-style-type: none">• Written by the teacher		
<ul style="list-style-type: none">• Words come from the same content or theme		



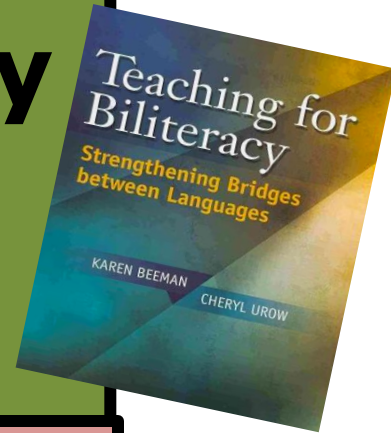
The Contrastive Analysis



Contrastive Analysis p. 142

phonology

morphology



**syntax and
grammar**

pragmatics

Contrastive Analysis p. 142

English and Spanish

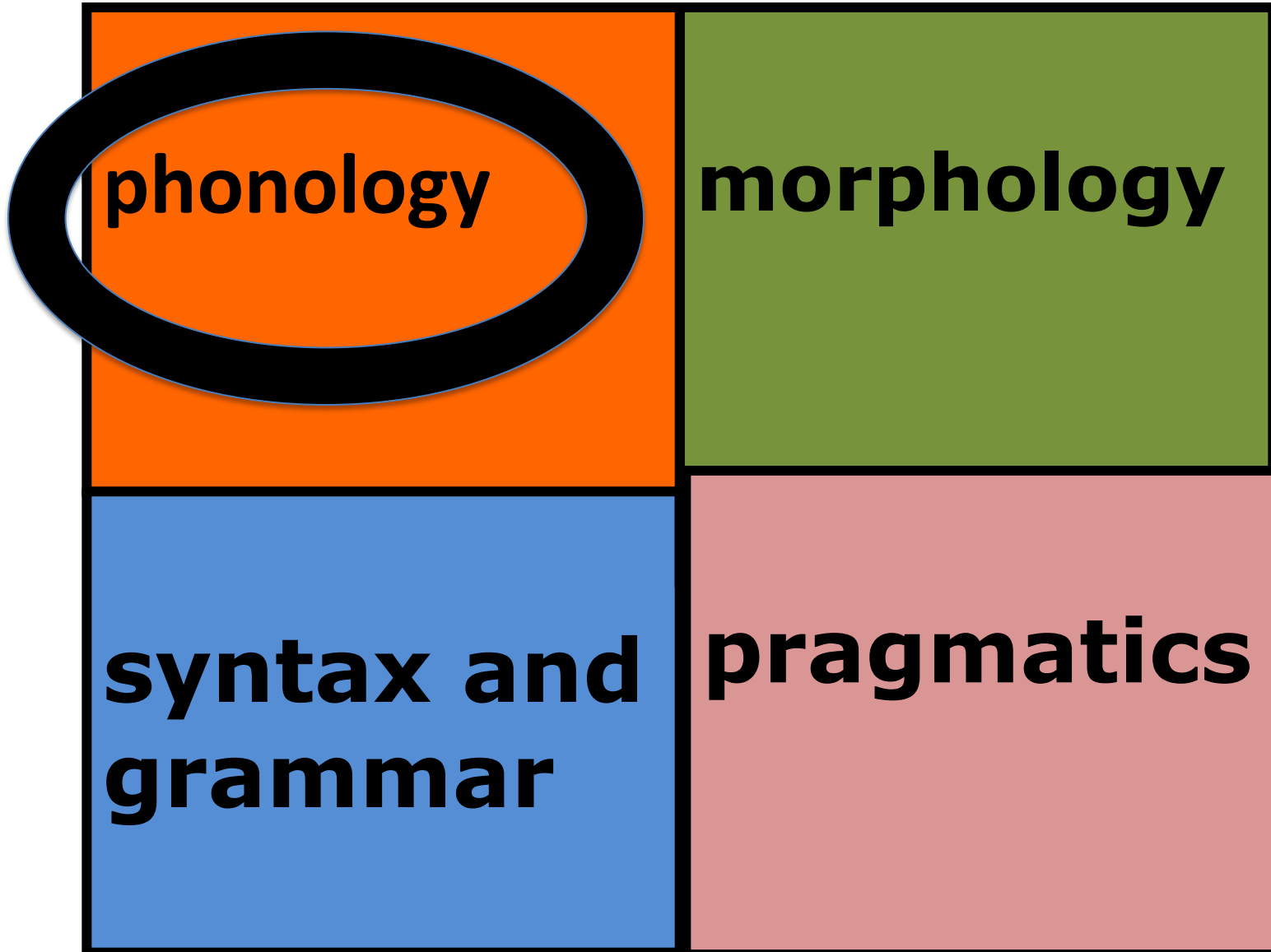
<p>phonology <i>Sound System</i> <i>sound/symbol correspondence</i></p> <table border="0"><tr><td>Sound /k/ Symbol c or k or ck</td><td> </td><td>Sound /k/ Symbol c or qu</td></tr></table>	Sound /k/ Symbol c or k or ck		Sound /k/ Symbol c or qu	<p>morphology <i>Word Formation</i> <i>shared prefixes/suffixes</i></p> <table border="0"><tr><td>Suffix -ism socialism</td><td> </td><td>Suffix -ismo socialismo</td></tr><tr><td>Prefix in- informal</td><td> </td><td>Prefix in- informal</td></tr></table>	Suffix -ism socialism		Suffix -ismo socialismo	Prefix in- informal		Prefix in- informal
Sound /k/ Symbol c or k or ck		Sound /k/ Symbol c or qu								
Suffix -ism socialism		Suffix -ismo socialismo								
Prefix in- informal		Prefix in- informal								
<p>syntax/grammar <i>Sentence Structure</i> <i>word order</i></p> <table border="0"><tr><td>the red car</td><td> </td><td>el carro rojo</td></tr></table>	the red car		el carro rojo	<p>pragmatics <i>Language Use</i> <i>cultural norms</i></p> <table border="0"><tr><td>you</td><td> </td><td>tú usted</td></tr></table>	you		tú usted			
the red car		el carro rojo								
you		tú usted								

Handout pp. 7-9

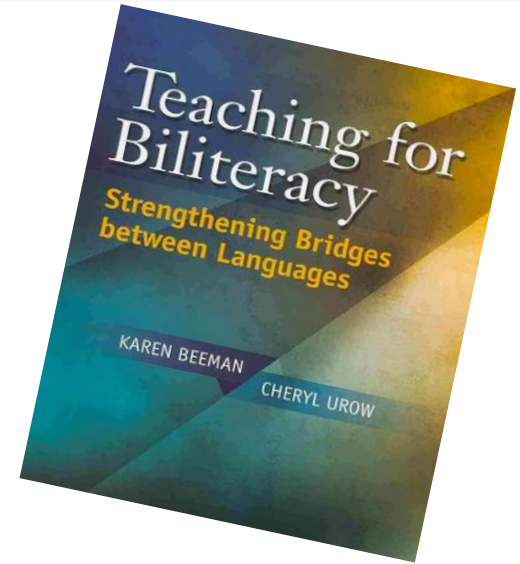
Four Types of Contrastive Analysis Bridges: Part Two of the Bridge

Area of Focus and Definition	Examples
Phonology – Sound system <ul style="list-style-type: none"> Letters that produce same or similar sounds in the two languages Letters that produce very different sounds in the two languages 	same or similar: hard c: ca, co, cu soft c: ce, ci d, f, k, l, m, n, p, r, s, t, ch different: all the vowels and vowel pairs b, g, h, j, gu, v, w, x, y, z ll, rr, ñ, th (voiced for d and voiceless for t or s), sh, ch (when it sounds like /k/), ph, gh, silent e in English
Area of Focus and Definition	Examples
Morphology – Word formation and parts of words <ul style="list-style-type: none"> Prefixes and suffixes that are similar between languages Cognates 	same or similar: most prefixes and suffixes -ist/-ista – artist/ <u>artista</u> -ty/-dad – community/ <u>comunidad</u> cognates different: st, sp, sc.../est, esp, esc... star – <u>estrella</u> special - <u>especial</u> challenging cognates library - <u>libreria</u> – <u>biblioteca</u> to bother - <u>molestar</u> -ing and -iendo/ando running – <u>corriendo</u> talking - <u>hablando</u>
Area of Focus and Definition	Examples
Syntax and grammar – Sentence structure <ul style="list-style-type: none"> Rules for punctuation, grammar, word order unique to each language 	same or similar: plurals -s & -es in both languages capital letters and periods in a sentence

Contrastive Analysis p. 142



Contrastive Analysis p. 142: Phonology



- Sounds that are different in the two languages
- Sounds that are similar in the two languages

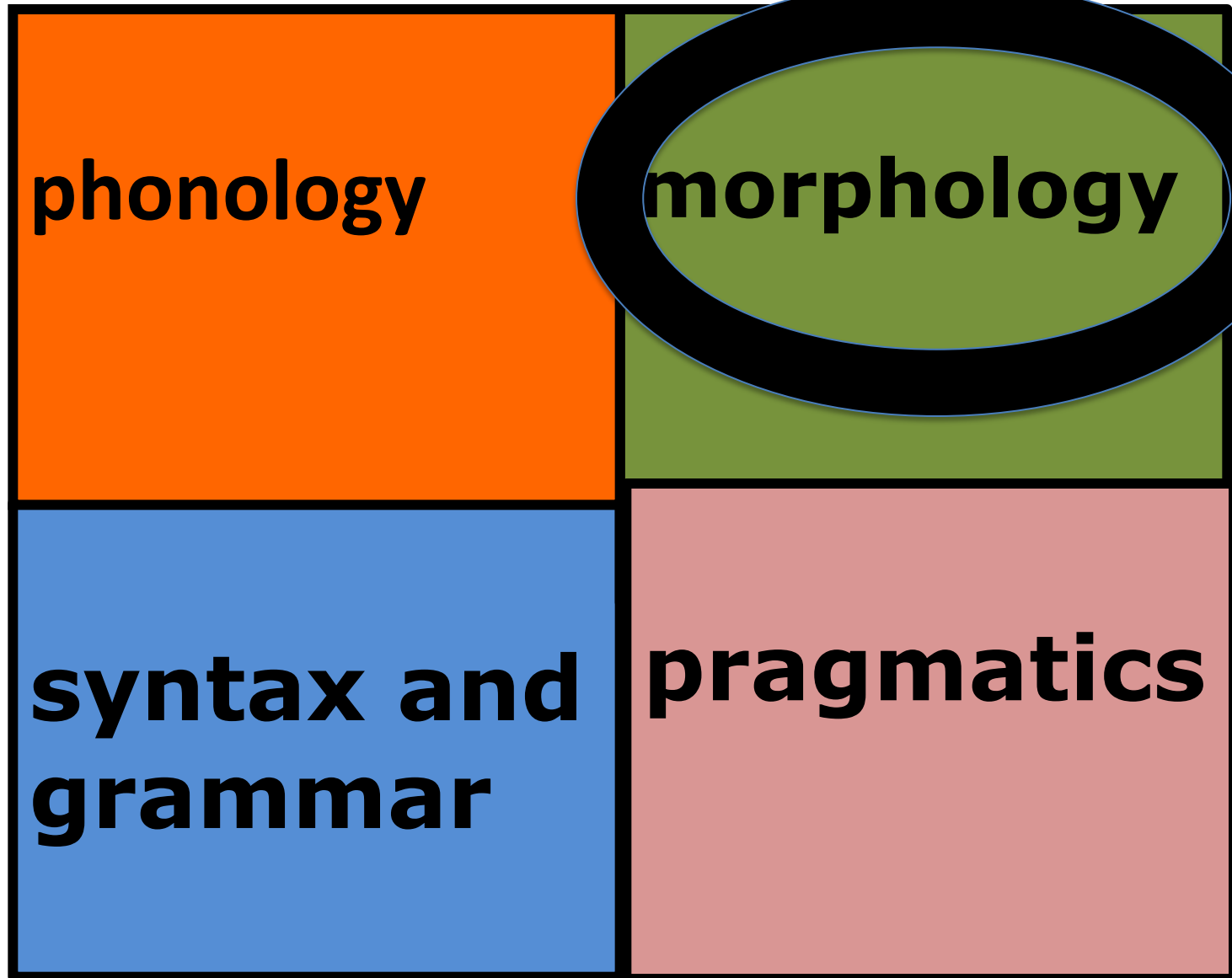
In other words, phonology is... **sound system**

A focus on: Phonology

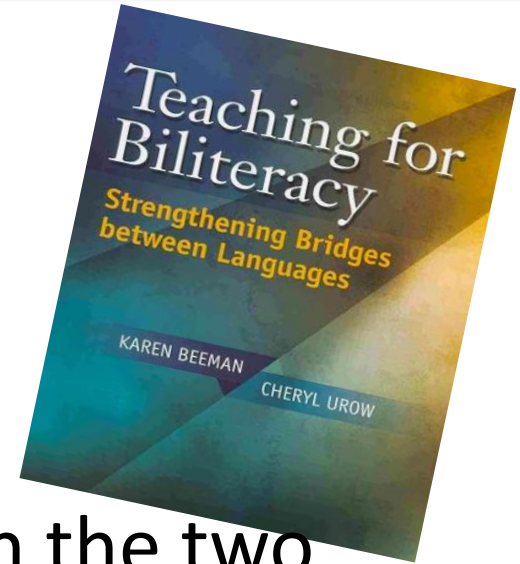
i	ea	ee
sem <u>i</u> lla	se <u>a</u>	se <u>e</u> d
ti <u>e</u> rra	te <u>a</u>	tre <u>e</u>
vai <u>n</u> a	re <u>a</u> d	thre <u>e</u>
sem <u>i</u> llero	lea <u>f</u>	me <u>e</u> t
coti <u>e</u> ludn	me <u>a</u> t	coff <u>ee</u>
fri <u>j</u> ol	be <u>a</u> n	
vi <u>d</u> a		

Here the focus is: sounds i, ea , ee contrast

Contrastive Analysis p. 142



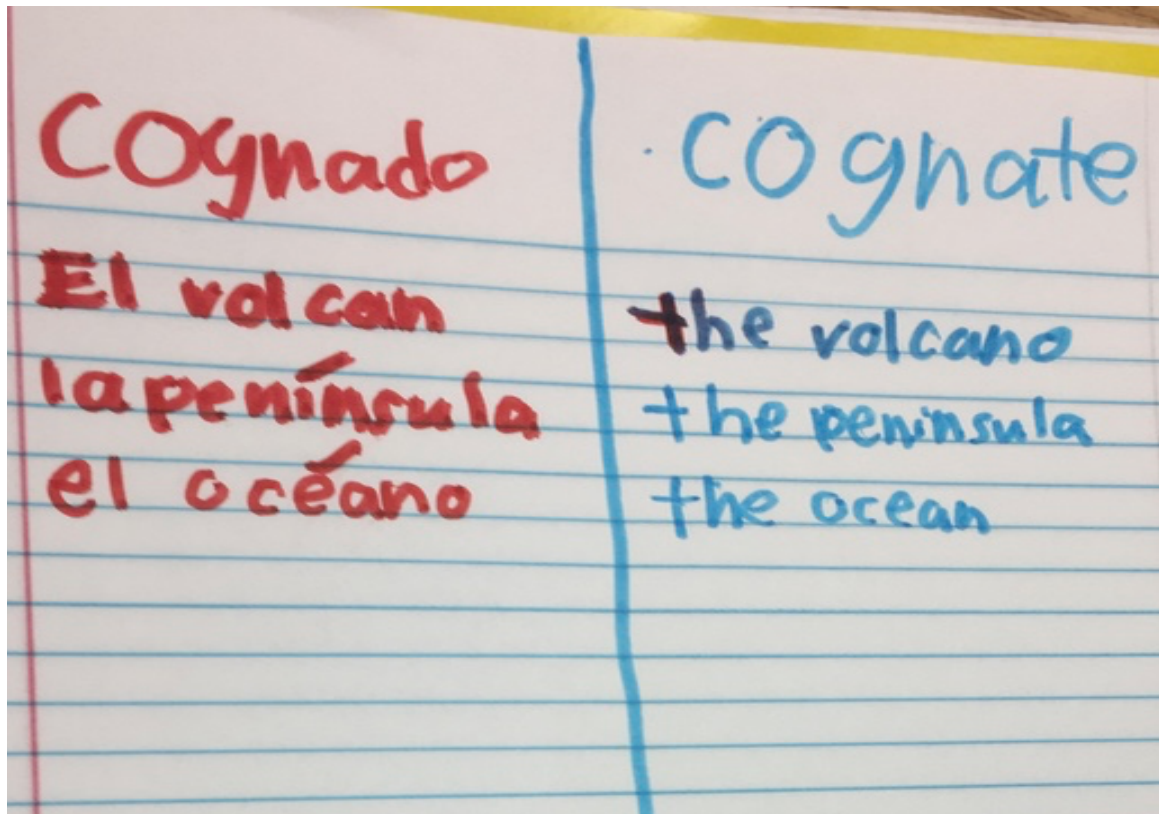
Contrastive Analysis p. 142: Morphology



- Prefixes and suffixes shared between the two languages

In other words, morphology is... **word formation**

A focus on: Morphology



A photograph of a piece of lined paper with handwritten notes. The paper is divided into two columns by a vertical blue line. The left column is headed 'COgnado' in red ink, and the right column is headed 'COgnate' in blue ink. Below the headings, three rows of words are listed in their respective colors: 'El volcan' and 'the volcano', 'la península' and 'the peninsula', and 'el océano' and 'the ocean'.

COgnado	COgnate
El volcan	the volcano
la península	the peninsula
el océano	the ocean

Here the focus is: words that sound and look alike and have the same meaning in both languages

Contrastive Analysis p. 142

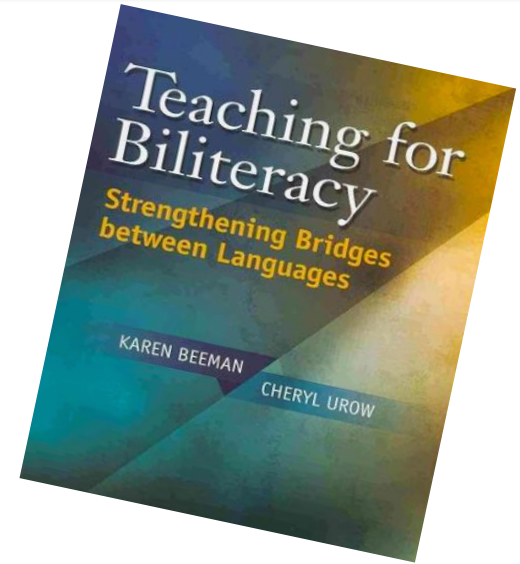
phonology

morphology

**syntax and
grammar**

pragmatics

Contrastive Analysis p. 142: Syntax and Grammar



- Rules for punctuation, grammar, word order, and so forth unique in each language
- Areas that are similar and areas that are different

In other words, syntax and grammar is...

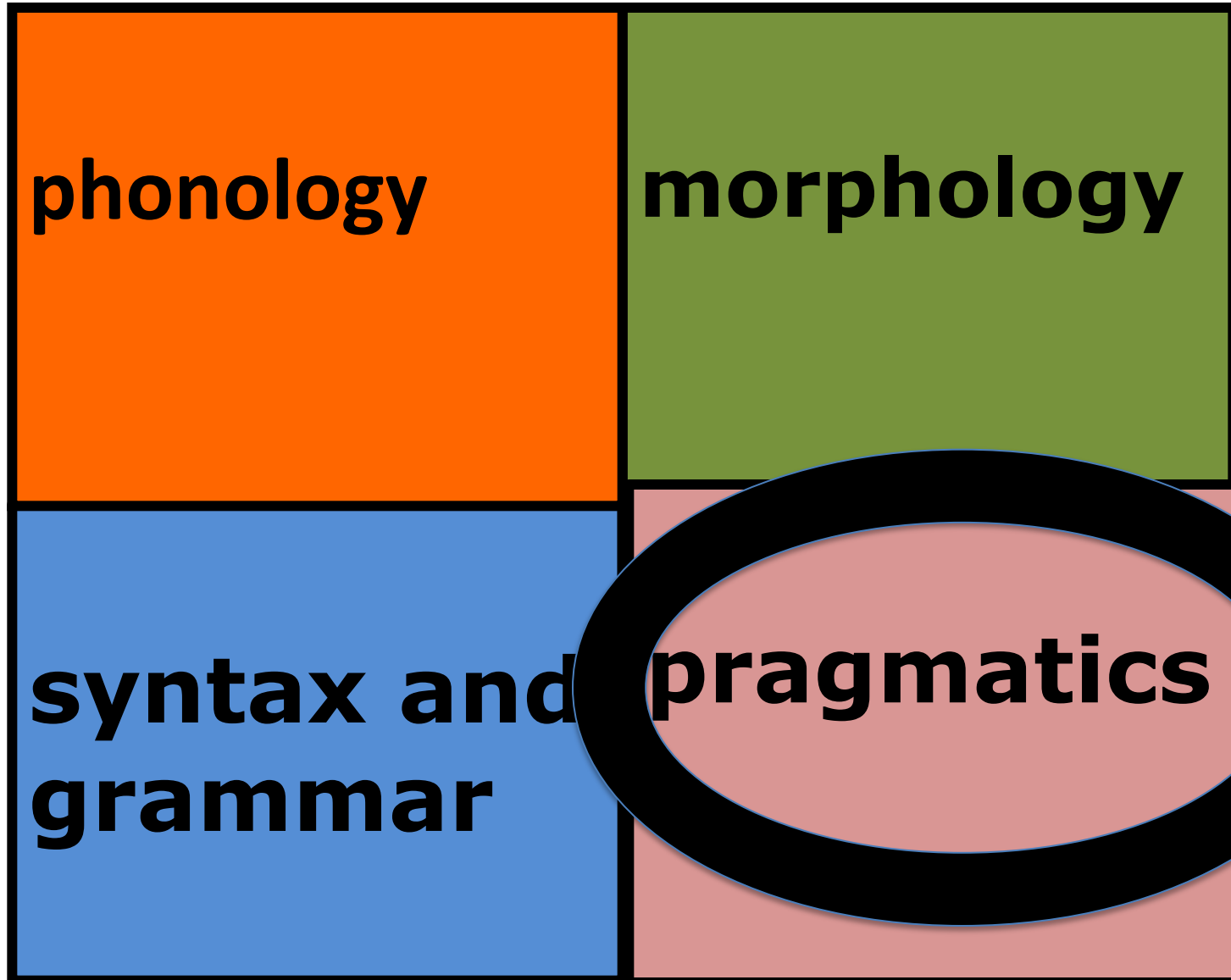
sentence structure

A focus on: Syntax and Grammar

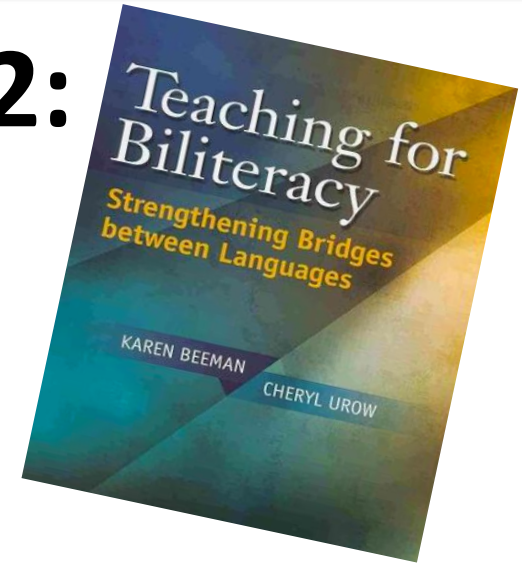
las preposiciones	adjectives
el número de la pagina	page number
la caja de texto	text box
Las características de los textos informativos	non-fiction text features
la taza de cafe	coffee cup
el cuaderno de tarea	homework folder
el gancho de la mochila	backpack hook

Here the focus is: the use of the word de in Spanish as a preposition

Contrastive Analysis p. 142



Contrastive Analysis p. 142: Pragmatics



- Cultural norms or contexts that are reflected in the language use
- Use of overlapping cultural norms in a bilingual context

In other words, pragmatics is... language use

A focus on: Pragmatics

The image shows a handwritten note on a piece of paper, divided into two columns. The left column is titled 'Español → tabla' and the right column is titled 'table ← English'. The left column contains three numbered sentences in Spanish, followed by a fourth sentence marked with an asterisk and two bullet points. The right column contains four numbered sentences in English. At the bottom, the words 'tabla' and 'mesa' are written in green, with lines pointing to the word 'table' written in red.

Español → tabla

1. El carpintero cortó la tabla de madera.
2. María se aprendió la tabla periódica.
3. María usó la tabla de multiplicación para encontrar el resultado.
- * La familia se sentó a comer la cena en la mesa.

- La familia cenó.
- La mesa es rectangular.

table ← English

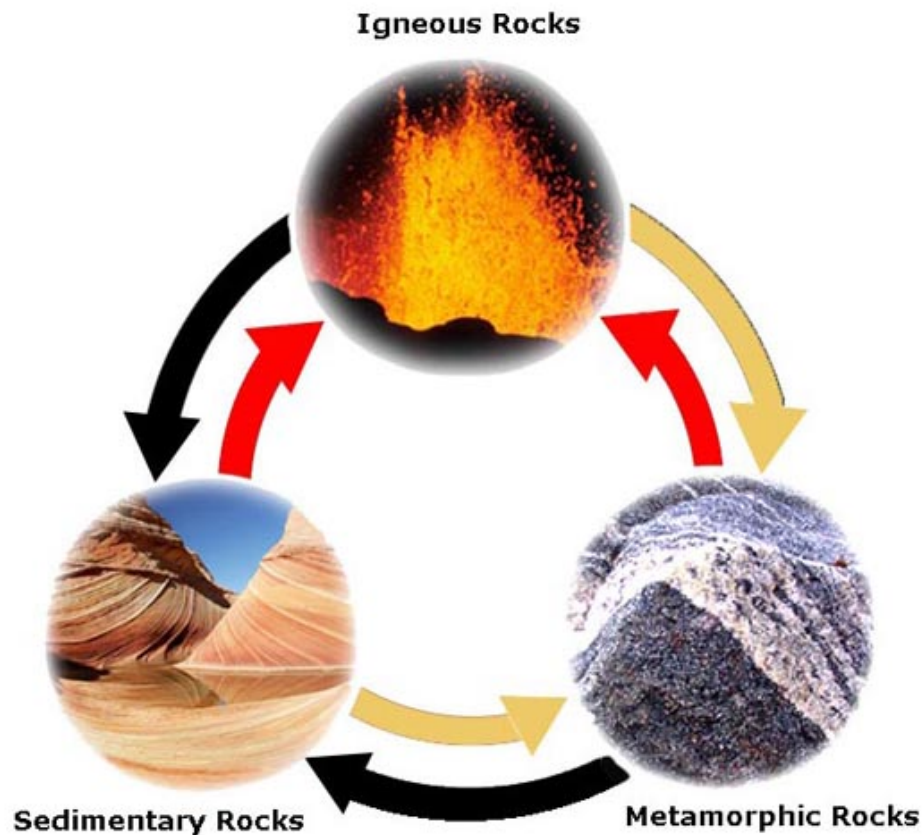
1. The family sat at the table to eat dinner.
2. Let's table this conversation for later.
3. Sergio memorized the Periodic Table.
4. María used the multiplication table to find the answer.

tabla
mesa

table

Here the focus is the word table or tabla in Spanish and how it changes meaning depending on the context

Sample Bridge: Point to the **contrastive analysis bridge**. What was the focus?



Let's name the characteristics of the **contrastive analysis bridge** by observing the next set of charts you have in front of you.

Transfer Bridge	Both	Contrastive Analysis Bridge
<ul style="list-style-type: none">• Written by the teacher		<ul style="list-style-type: none">• Written by teacher first, then students add to it
<ul style="list-style-type: none">• Words come from the same content or theme		<ul style="list-style-type: none">• One area of contrastive analysis



Now match the two bridge charts that correspond together

Transfer



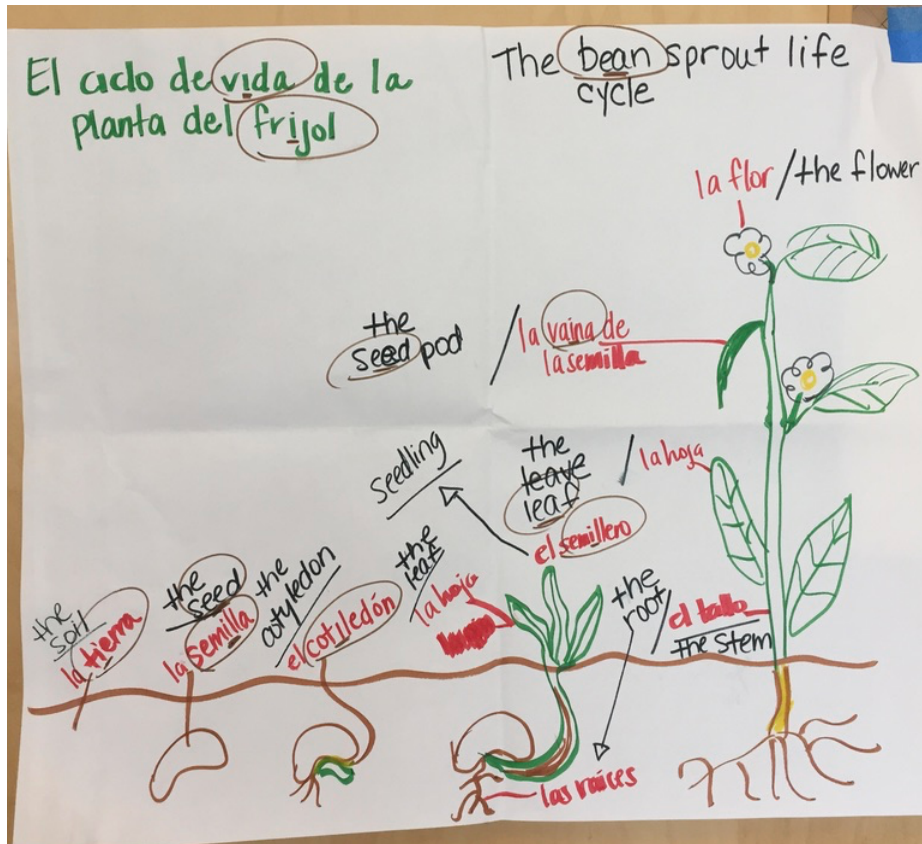
Contrastive Analysis



Transfer



Contrastive Analysis

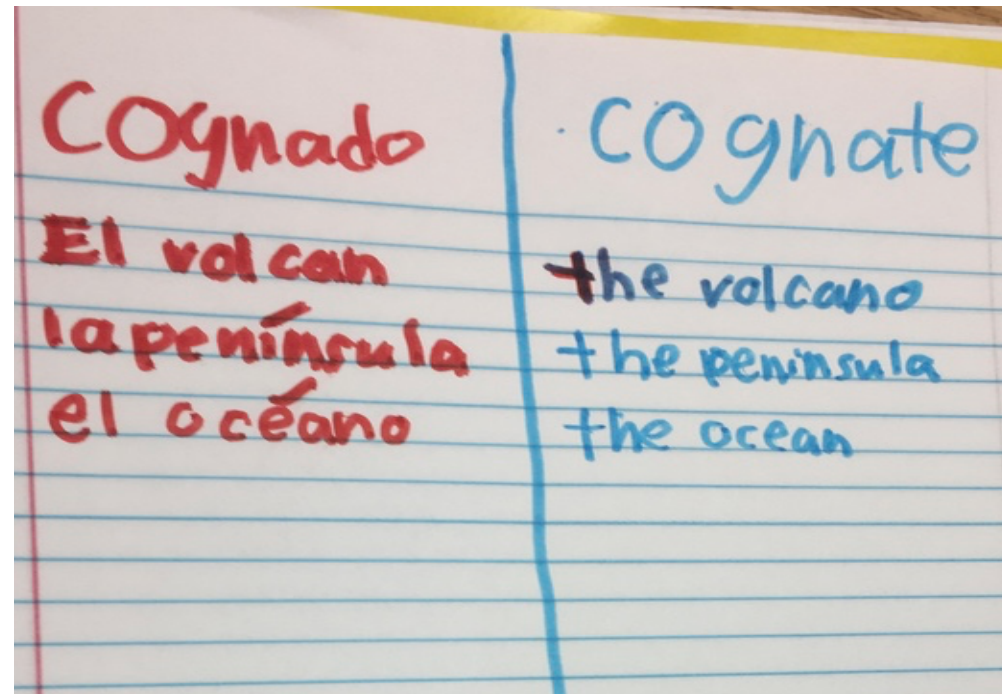
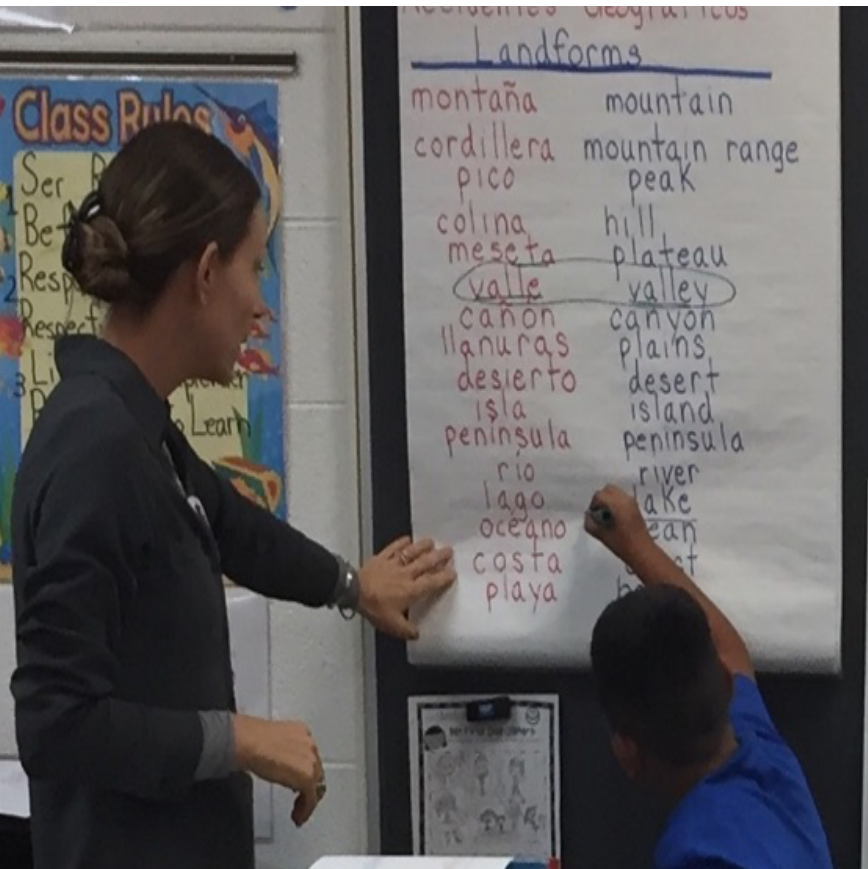


i	ea	ee
semilla	sea	seed
tierra	tea	tree
vaina	read	three
semillero	leaf	meet
frijol	meat	coffee
vida	bean	

Transfer



Contrastive Analysis



Transfer



Non-fiction Text Features
 Las Características de textos informativos

heading - Title - also found in the table of content
 el título

subtitle - el sub título

Ants

Insects

mandibles, compound eye, head, antennae, legs, abdomen, thorax

diagram - el diagrama

paragraph - el párrafo

illustration - ilustración

caption - el pie de imagen (la leyenda)

There are many kinds of insects.

14

page number - el número de la página

Bridge

Contrastive Analysis



las preposiciones	adjectives
el número de la pagina	page number
la caja de texto	text box
Las características de los textos informativos	non-fiction text features
la taza de cafe	coffee cup
el cuaderno de tarea	homework folder
el gancho de la mochila	backpack hook

Transfer



Contrastive Analysis



Espanol	English
matriz	array
suma repetida	repeated addition
grupos iguales	equal groups
estrategias	strategies
por	by
factores	factors
producto	product
propiedades	properties
multiplicar	multiply
ecuación	equation
signo de multiplicación	multiplication sign
tabla de multiplicar	multiplication table
dígito	digit

Español → <u>tabla</u>	<u>table</u> ← English
1. El carpintero cortó la <u>tabla</u> de madera.	1. The family sat at the <u>table</u> to eat dinner.
2. María se aprendió la <u>tabla</u> periódica.	2. Let's <u>table</u> this conversation for later.
3. María usó la <u>tabla</u> de multiplicación para encontrar el resultado.	3. Sergio memorized the Periodic <u>Table</u> .
* La familia se sentó a comer la cena en la <u>mesa</u> .	4. María used the multiplication <u>table</u> to find the answer.
- La familia cenó.	
- La <u>mesa</u> es rectangular.	

tabla }
 mesa } **table**

El Puente – The Bridge

Bridge has distinct features:

1. Bridge Transfer Chart (content standards/vocabulary)
2. Bridge Contrastive Analysis (language, foundational skills standards; phonology, morphology, syntax, meaning)
3. Bridge Transfer Continued Practice in the other language (reading, writing, listening, speaking standards)



Contrastive Analysis

- Comparing/Contrasting the two languages
- Developing awareness of language systems and patterns
- Building linguistic repertoire
- Analyze phonology, morphology, syntax, and meaning



Engaging in contrastive analysis develops metalinguistic awareness



We have named characteristic for the two parts of the bridge: **Transfer** and **Contrastive Analysis**.

Now what characteristics go in the “**both**” column?

Transfer Bridge	Both	Contrastive Analysis Bridge
<ul style="list-style-type: none">• Written by the teacher	<ul style="list-style-type: none">• Two languages	<ul style="list-style-type: none">• Written by teacher first, then students add to it
<ul style="list-style-type: none">• Words come from the same content or theme	<ul style="list-style-type: none">• Two colors	<ul style="list-style-type: none">• One area of contrastive analysis



The two parts of the Bridge
are the _____ and the

_____.



Which part: the *transfer bridge* or the *contrastive analysis bridge* is more important?



Research Connection



Bilinguals who learn about how their languages are similar and different (in other words, students with high levels of metalinguistic awareness) achieve **higher levels of academic achievement in both their languages.**

Jimenez, García, and Pearson, 1996,
Dressler et al, 2011, de Jong 2011



It is important to engage developing bilinguals in contrastive analysis to develop their metalinguistic skills because...

Bilinguals who understand how their two languages are **similar** and **different** engage more regularly and successfully in **linguistic transfer**.

Dressler et al, 2011,
Jiménez, García, and Pearson, 1996.



Closing Thoughts:

My biggest take away about the two purposes of the Bridge is...

